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ABSTRACT

The final module in a series of five is designed to create an awareness of and supply information relative to the development and delivery of instructional services that are appropriate for handicapped black and other minority students. An initial section contains guidelines for a presession and describes the module's organizational structure. Three sessions, to be presented in 50 minute classes, cover the following topics: curriculum development for a mainstreamed environment (steps to determine what to teach, the task analysis approach); teaching strategies (direct instruction, undercutting, reinforcement of learning, peer and cross age tutoring, teacher behaviors); and parent involvement (communication with parents, parent needs, assumptions to ensure parent involvement, teacher commitment, the individualized education program). Sections on each class include instructional plans, handouts/transparencies list, lecture material, references, and resources. Pre- and postassessment tests, a glossary, handouts, and transparency masters are also given. (SB)

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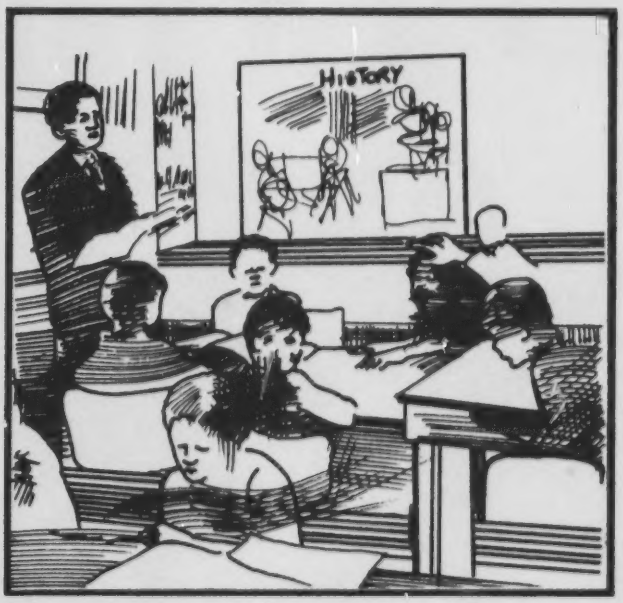
MODULE V

THE DEVELOPMENT AND DELIVERY OF INSTRUCTIONAL SERVICES: A COMMITMENT TO MINORITY HANDICAPPED STUDENTS



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THE DEVELOPMENT AND DELIVERY OF INSTRUCTIONAL SERVICES: A COMMITMENT TO THE MINORITY HANDICAPPED CHILD

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P.L. 94-142 And The Minority Child

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FOREWORD

With the passage of Public Law 94-142 came the challange to the public school system to educate handicapped children in regular classrooms, the least restrictive environment in many instances. For many teachers, the presence of handicapped children in their classes presents problems which the teachers are ill-prepared to resolve.

Martin (1974) identifies attitudes, fears, anxieties, and possible overt rejection as barriers to the placement of handicapped children in regular classrooms presents problems stemming from the race, culture, and socioeconomic level of the students. The minority handicapped child is confronted by the teacher's lack of sensitivity to and positive valuing of cultural differences as well as his/her ability to use teaching/learning strategies and develop and/or rewrite curricula in response to the needs of minority students. In addition, the term "minority" has the connotation of being less than other groups with respect to power, status, and treatment (Chinn, 1979).

To assist teacher educators to overcome these problems and to implement P.L. 94-142, NABSE/TAC has developed this series of modules. It is anticipated that these modules will be infused in teacher education programs at historically Black institutions and, thereby, serve as vehicles to encourage and inspire preservice teachers to use their minority perspectives and expertise for the benefit of special-needs minority students in relation to P.L. 94-142.

There are five instructional modules in this series. This instructional module and others in the series address the problems faced by Black handicapped and other minority handicapped students. The spirit and letter of P.L. 94-142 are explored relative to their problems. The modules are as follows:

- P.L. 94-142 and the Minority Child
- Minority Handicapped Students: Assessment Issues and Practices
- The Development and Delivery of Instructional Services: A Commitment to the Minority Handicapped Child
- Structuring the Learning Climate for Minority Handicapped Students
- Valuing the Diversity of Minority Handicapped Students

The module P.L. 94-142 and the Minority Child is to be used first. Thereafter, the teacher educator may choose to use any of the remaining modules as appropriate to the needs of his/her student population.

All children have a right to equality of education. The National Alliance of Black School Educators believes that through efforts such as those of the Training Assistance Center equality of educational opportunity for all Black and other minority students can be attained.

Chinn, Philip C. The exceptional minority child: issues and some answers. Exceptional Children, 1979, 45, 532-536.

Martin, E. W. Some thoughts on mainstreaming. Exceptional Children and Youth, November, 1974, 150-153.

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PRESESSION

RATIONALE

In the last half of the seventies and early eighties a movement has impacted American education in the form of the Education for All Handicapped Children Act, Public Law 94-142 that was passed in November of 1975. This federal legislation for handicapped children can probably trace its roots back to the emergence of the civil and educational rights of minorities from 1954 to 1964. The rights of Black and other minorities were to be guaranteed by legislative efforts. However, disparities and inequities in this treatment of minorities still exist, especially in the educational services provided in our public schools.

Despite federal legislation for civil and educational rights of minorities, substantial gains have not been made throughout America. The curricular and instructional strategies used by teachers in our public education system are still inequitable, especially as they deal with Black and other minority children.

More and more it becomes evident that much of the delivery of quality education to handicapped children is dependent upon effective regular education teachers. Unlike special education teachers, regular education teachers have not been trained to diagnose, assess, or prescribe for children who heretofore have traditionally been the responsibility of special educators, psychologists, and other specialists. While this concern has been vocalized most often within education communities, too few teacher education institutions have demonstrated total commitment to making programmatic changes which impact the training of its regular preservice teachers. Through some federally funded projects

sporadic and tentative changes have occurred, but there seems to be no systematic approach to designing a teacher education program inclusive of components that help regular preservice teachers understand their roles in working with handicapped children in regular classroom settings. There is also no systematic component to prepare regular teachers psychologically, as well as academically, for the tasks they are expected to perform.

A statement adopted by the American Association of Colleges for Teacher Education (AACTE) in June of 1978 describes the responsibility of personnel preparation programs to the concept of mainstreaming. It purports that teacher educators must reconceptualize the nature of professional roles; develop curricula in which the concept of individualization becomes another strand to be woven into the fabric of teacher preparation. Moreover, prospective regular teachers are unlikely to acquire sufficient knowledge of children who are handicapped and culturally different unless it is deliberately designed into their preservice and inservice education programs (Gay, 1976).

Teacher educators committed to the concept of "Mainstreaming" must do more than add to the program of preservice regular teachers' courses from the special education department. They must deliver a teacher education program for mainstreaming that will permeate all professional experiences of the preservice teacher. The preservice regular teacher must be made aware and knowledgeable of the differences, capabilities, and limitations of those who are identified as handicapped. However, preservice regular teachers

must also be cognizant of the implications of these differences, capabilities, and limitations for curriculum and instruction. Preservice regular teachers must be provided the opportunity to observe and experiment with teaching strategies in varied environments and to become competent and confident in adapting subject content and materials to appropriately meet the needs of minority handicapped children in the mainstreamed classroom.

The preservice regular teacher should be able to:

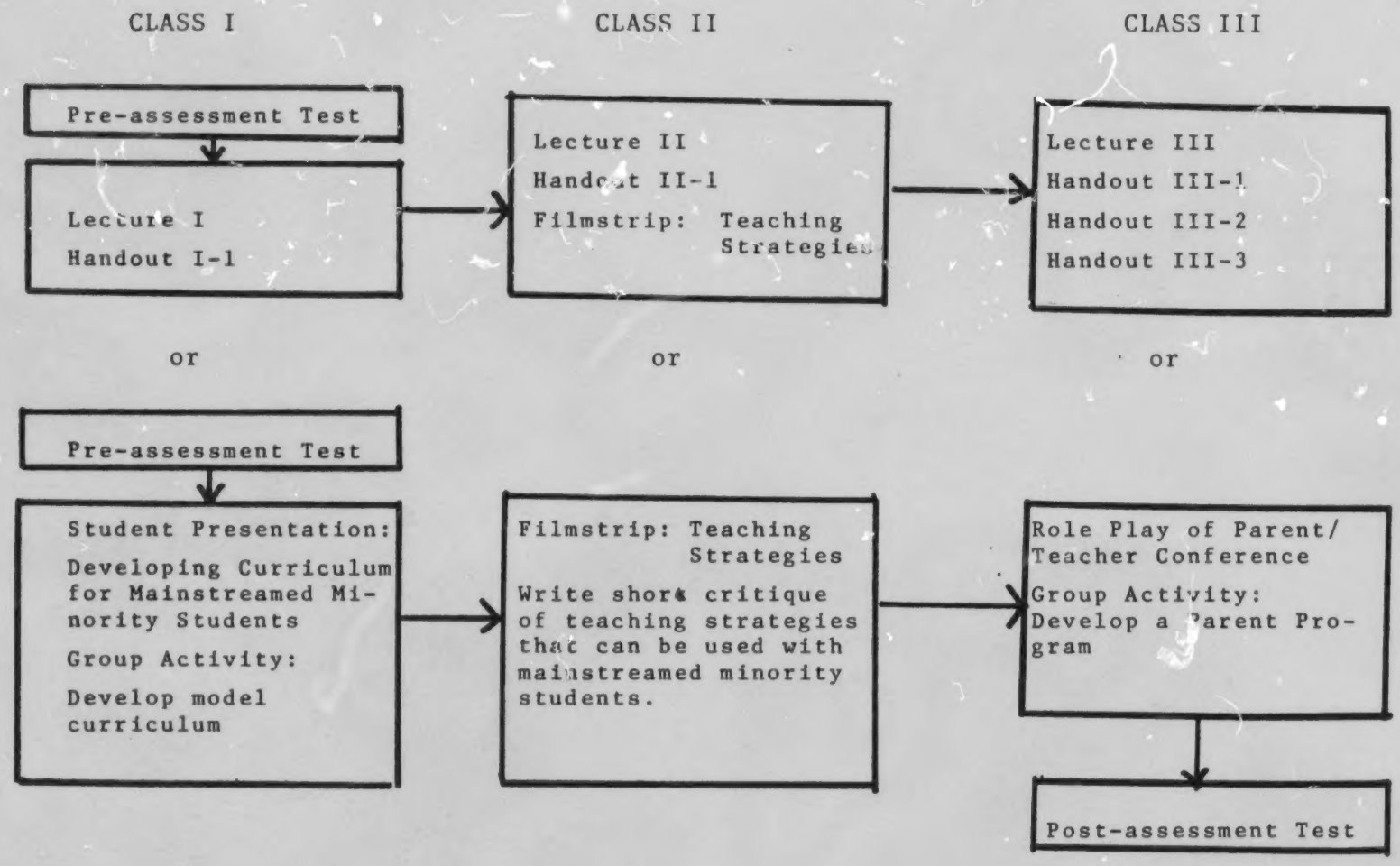
1) utilize curriculum to enhance, humanize, and expand the total educational experiences of Black and other minority handicapped;
2) use varied instructional strategies to orchestrate learning environments that foster the achievement and acceptance of Black and other minority handicapped children;
3) utilize parent involvement as a means of facilitating the development and delivery of instructional services to minority handicapped children.

This module will examine the above competencies as they relate to the development and delivery of instructional services. It is believed that the attainment of these competencies in conjunction with the other components in this series of modules will produce more effective teachers of handicapped children and thus ensure the delivery of more appropriate and equitable education to handicapped Black and other minority children.

G O A L

The goal of this module is to create an awareness of and supply information relative to the development and delivery of instructional services that are appropriate for handicapped Black and other minority students.

INSTRUCTIONAL FLOWCHART



Organizational Plan

This module, The Development and Delivery of Instructional Services in a Mainstreamed Environment: A Commitment to the Minority Handicapped Child, is designed to help preservice teachers put into effect curricular, instructional, and parent involvement strategies to implement Public Law 94-142. The major objectives of this module are as follows:

1) To persuade the regular preservice teacher that changes in curricula development and delivery are needed to ensure that minority handicapped children in mainstreamed environments are provided an appropriate education;
2) To encourage the regular preservice teacher to examine varied teaching strategies which can be used to enhance the minority handicapped child's chances of success in a mainstreamed environment;
3) To provide opportunities for teacher trainees to develop a sensitivity to the importance of parent involvement in the development and implementation of an educational plan for minority handicapped children.

The module is designed to be presented in three 50-minute classes. Presession activities to familiarize the teacher educator with the module have been included.

PRESESSION

1. Read the entire module including handouts.
2. Obtain the suggested filmstrip. View the filmstrip and generate follow-up questions.
3. Duplicate handouts and make transparencies.
4. Read additional materials on the education of the handicapped.

CLASS I

Materials	Equipment
Instructional Plans	Overhead Projector
Handouts	
o (I-1) School A Reflection of Society	
Tranparencies	
o (TP-1) Class Goal	
o (TP-2) Differences in Development of Curriculum	
o (TP-3) Steps to Determine Curriculum	
Pre-assessment Test	
Lecture I	

CLASS II

Materials	Equipment
Instructional Plans	Filmstrip Projector
Lecture II	
Handouts	
o (II-1) Profile of A Student-Teaching Strategy	
Filmstrip: Teaching Strategies*	

CLASS III

Materials

Instructional Plans

Lecture III

Handouts

- o (III-1) Communicating with Parents of Culturally Diverse Exceptional Children
- o (III-2) Tips for Teachers on School-Parent Communication
- o (III-3) Basic Considerations in Planning a Parent Involvement Program.

Tranparencies

- o (TP-4) Class Goal

Post-assessment Test

*This filmstrip can be obtained from the following source:
Guidance Associates, Inc.
41 Washington Avenue
Pleasantville, New York

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Identified below is copyright information on all articles that are recommended for use in this module. Some articles require a fee for use and others do not. The articles that require no fee are included in the module. NABSE/TAC offers this inofrmation to facilitate your securing the articles.

Handout - III-1

Marion, R. Communicating with parents of culturally diverse exceptional children. Exceptional Children, 1980, 46, 616-623.

Publisher:

Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Available in module.

Handout - III-2

Pickens, C. Tips for teachers on school-parent communication. Magnolia School District 14, Arkansas, 1978.

Publisher:

Magnolia School District 14
Carlton Hasley, Superintendent
Magnolia, Arkansas 71753

Available in module.

Handout - III-3

Karnes, M., Lee, R. Basic considerations in planning a parent involvement program. in Fine, M. Handbook on parent education. New York: Academic Press, 1980, (207-213).

Publisher:

Academic Press, Inc.
111 5th Avenue
New York, New York 10003

Available in module.

CLASS I

CURRICULUM DEVELOPMENT

INSTRUCTIONAL PLAN - CLASS I

CLASS GOAL - TRANSPARENCY 1

Behavioral Objective	Enabling Activity		Materials
	Teacher Educator	Student	
1) The student will be able to list the characteristics of fixed and emergent curricula.	Lecture I	Lecture I	1. Module: Lecture I Developing Curriculum for a Mainstreamed Environment.
2) The student will be able to determine the factors to consider when developing curricula for Black and other minority students in mainstreamed classes.	Lecture I TP-2	Lecture I Handout I TP-2	2a) Module: Lecture I Developing Curriculum for a Mainstreamed Environment. b) TP-2 Differences in Development of Curriculum. c) Handout I-1 School; A Reflection of Society.
3) The student will be able to indicate ways to determine what to teach in a mainstreamed environment.	Lecture I TP-3	Lecture I TP-3	3a) Lecture I b) TP-3 Steps to Determine Curriculum.

OPTIONAL INSTRUCTIONAL PLAN - CLASS I

Behavioral Objective	Enabling Activity		Materials
	Teacher Educator	Students	
(2)		Give a 10-15 minute presentation on developing curriculum for mainstreamed minority students.	Out-of-class reading of research.
(3)		Group activity: When given a case study of a mainstreamed class, students will develop a model curriculum for the class.	Instructor-developed case study.

HANDOUTS, TRANSPARENCIES (APPENDIX)

CLASS I

Handouts

HO I-1 School: A Reflection of Society

Transparencies

TP-1 Class Goal

TP-2 Differences in Development of Curriculum

TP-3 Steps to Determine Curriculum

NAME: _____ DATE: _____

PROFESSOR: _____

The Development and Delivery of Instructional Services:
A Commitment to the Minority Handicapped Child

PRE-ASSESSMENT

DIRECTIONS: For each numbered item there is a lettered set of alternative answers or completions. Select the BEST ONE for each item. Circle your response.

1) Which ONE of the following is NOT a characteristic of a fixed curriculum?

a) tightly specific
b) flexible
c) content oriented
d) systematic use of textbooks

2) Which ONE of the following is NOT a characteristic of an emergent curriculum?

a) individualized
b) flexible
c) process oriented
d) tightly specific

3) Which ONE of the following is LEAST important to developing a curriculum for minority students? The learner's:

a) feelings
b) needs
c) goals
d) age

DIRECTIONS: To each numbered item, supply the correct response.

4) When initiating oral or written communication with minority parents, teachers can establish effective communication by observing the following guidelines:

_____,

_____,

_____, and

_____.

5) Teachers interested in promoting positive parental involvement in their child's education should assume that parents of exceptional children are:

_____, _____,

_____, _____,

_____, and _____.

6) WAYS that teachers can alleviate the fear and isolation of parents and promote positive alliances are:

_____,

_____,

_____ and

_____.

DIRECTIONS: Circle 'Disagree' or 'Agree' to each statement that follows:

7) It is important for teachers to understand the values and lifestyles of all children in their classrooms.

Disagree Agree

8) Incorporating the languages, heritage, values, and learning styles of minority children into the education process with status equal to that of majority children is theoretically and pragmatically impossible.

Disagree Agree

9) Implementation of P.L. 94-142 diminishes the role and responsibility of the regular school teacher.

Disagree Agree

10) Current forums for parent/teacher communication (e.g., parent-teacher associations and conferences) provide sufficient opportunities for the realization of increased teacher responsibilities to communicate with parents.

Disagree Agree

ESSAY

11) Discuss briefly what steps are necessary to determine what to teach in a mainstreamed environment.

12) Discuss briefly the varied teaching strategies that can be used to enhance the minority handicapped child's chances of success in a mainstreamed environm

LECTURE I

DEVELOPING CURRICULUM FOR A MAINSTREAMED ENVIRONMENT

Curriculum affects students by initiating learning and by exposing students to experiences designed to induce the attainment of skills and knowledges and to change values and feelings. Curriculum, thus, is a systematic plan for exposing students to the content and processes of learning and living (Joyce, 1969). Traditionally, our school curriculum has been organized by subject areas. Skills and knowledge are sequenced in an organized way, with intermittent repetition of major concepts and skills at successive levels to provide continuity and consistency.

Some curricula are specific and are to be adhered to strictly. These curricula specify not only what is to be taught but the teacher's behavior and materials. They tell what is to be taught, how it is to be taught, and when it is to be taught, day-by-day and from year-to-year. Such a thoroughly specified curriculum poses some problems especially for individuals who may feel the content to be outmoded or otherwise irrelevant. Some parent groups and educators have rejected such pre-determined curricula because the content, materials, and methods of instruction specified in these curricula have been unfair in their treatment or lack of treatment of Blacks and other minorities. The content has neither prized nor respected the differences which characterize these groups. Moreover, stereotypic views of minorities are still very much a part of many curriculum plans or minorities are not included at all. In addition, the different learning styles and characteristics of many culturally and ethnically different children are not considered in the specified methods of instruction prescribed.

There are alternatives to using a predetermined and specific curriculum as an inflexible guide. These alternatives can be discovered by modifying the curriculum with content created by the teacher and the students. This means, in short, that the teacher uses the curriculum as a means rather than as an end in itself. Teachers sensitive to the needs of their students recognize the limitations and irrelevance of curriculum content. Thus, they adapt the curriculum. They vary their techniques so that minority students they teach have as good a chance as majority students to attain knowledge and skills and also have the option to change their values and feelings. Curriculum which is tightly specific may be described as fixed while curriculum that is flexible and molded to the needs and abilities of the students may be described as emergent.

It seems that the use of a fixed curriculum makes unique demands upon the teacher. The teacher must fit the student to the curriculum. Thus, the educational program becomes content oriented. The teacher uses systematically textbooks and manuals. The teacher must depend heavily on standardized assessment techniques and a fixed standard of excellence. This educational environment is determined for the classroom instructor by subject matter specialists, teacher educators, and curriculum developers.

On the other hand, the characteristics of classrooms which utilize the emergent curriculum are quite different. The curriculum becomes process oriented and is based on the needs of the learner. There is much emphasis on individualizing goals and objectives and

specifying varying tasks. Scheduling, classroom furniture, and materials are flexible. Most assessment of growth and development is through criterion-referenced tests and teacher observation. The emergent educational environment is determined by learner needs, teacher needs, parents, and other specialists in the school. (See Figure One.)

Figure One

PHILOSOPHICAL DIFFERENCES IN THE DEVELOPMENT OF CURRICULUM AND INSTRUCTIONS FOR MAINSTREAMING

	Fixed Content Oriented	Emergent Process Oriented
Role of the Child	Child fitted to the curriculum	Curriculum adapted to the child
Characteristics of Instruction	Use of prescribed curriculum guides	Individualized goals and objectives
	Textbooks and manuals	Activity curriculum
	Inflexible standards of quality	Flexible scheduling and classroom environment
	Dependence on norm-referenced assessment	Situational ethics applied when necessary
		Frequent use of criterion-referenced assessment
Curriculum Determiners	Curriculum developers	Learners
	Subject area specialists	Parents
	Teacher educators	Community
	Pressure groups	Specialists
		Teachers

The placement of handicapped Black and other minority handicapped students in regular classrooms will demand some changes in the way many regular teachers utilize curriculum. The use of fixed curriculum will pose many problems. Children who have learning disabilities, no matter how slight, may find a fixed approach to the teaching/learning process another hurdle, like those which have traditionally caused them failure. Children who are handicapped physically may need adjustments not in content but in teaching strategy and/or process of instruction. On the other hand, children who are not handicapped must be provided appropriate educational opportunities without fear of failure or rejection. This means that in a classroom containing both handicapped and non-handicapped students the regular teacher will probably have to lean to an emergent curriculum.

Some special educators believe that the regular teacher will have to broaden his/her conception of curriculum beyond the prescribed guide. Instead of emphasizing the skills of reading, writing, and arithmetic, the regular teacher may need to include some generalizable skills, such as learner participation-responding and attending. The broadened curriculum should be designed to help students improve in arranging and completing tasks. It would include experiences whereby stereotypes of the mentally retarded, learning disabled, and physically handicapped children are removed and all children become able to appreciate the strengths and weaknesses of each person(McNeil, 1977). Whether or not one accepts this view of changes required of the regular

classroom teacher in a mainstreamed environment, a change must take place. Teachers are going to have to substitute and alternate. This change may involve selecting new textbooks that are more closely aligned with the interest level of the students. It may involve shifting the focus from separate discipline areas to a multidisciplinary approach. It also may mean that the teacher will have to select objectives from within the prescribed curriculum, simplify them, and revise strategies based on a diagnosis of learner needs.

Unlike special educators, regular teachers have not always had the training needed to make curricular changes and to practice diagnostic/prescriptive teaching. However, there are some considerations that a regular teacher should keep in mind in developing curricula for handicapped Black and other minority students in regular classrooms. The regular teacher should not attempt to use a curriculum arbitrarily without prior knowledge of the learner. The teacher must know the learners, their feelings, their needs, and their goals. These will be the essential factors in developing curricula for the handicapped Black and other minority students. Curricula for these students must be child-oriented or child-centered even though a predetermined sequence of skills may be prescribed for use by all teachers.

The mainstreamed classroom, a class into which handicapped students have been integrated, is filled with diverse needs and abilities. There are children with varied learning abilities, of different cultures and races, and with physical handicaps and

disabilities. But, whatever their differences, the regular teacher should see the necessity for knowing the learners and the environmental factors which could help to explain their behavior. In The Lives of Children, Dennison (1969) emphasizes that nothing in the curriculum should be so precious as to supersede the actual needs of the child. In fact, according to Dennison the talent of each child, handicapped or not, should be sought out, and a prescribed curriculum should be designed to ensure that the child's talent is developed to its fullest.

In addition, the regular teacher must remember that the content and materials specified in a predetermined curriculum plan may be biased. Where biases exist, the regular teacher must adapt or delete the materials and substitute more appropriate materials.

Also, the teacher must remember that teaching opportunities can occur by accident. Classroom incidents in which prejudices against and rejection of individual children based on color or on handicapping conditions will occur. Capitalizing upon these unfortunate and accidental occurences, the regular teacher should incorporate experiences in the curriculum which help children develop more healthy attitudes resulting from these specific events and interaction with children who are considered different.

At other times, regular teachers and students will find biases in the school environment which are not controllable by the teacher or the student, such as staffing patterns and extra-curricular activities that discriminate or building facilities

that are inappropriate. The regular teacher can use these inappropriate events or activities, also, as curricular experiences. Not only are they relevant, but these events help children deal with the realities of our society. According to Jones (1970) curriculum is what happens. So the curriculum, whether predetermined, emergent, or accidental, affects the perceptions children acquire of themselves and of the world around them.

Regular teachers must also be cognizant of how important parent input can be in the development of curriculum and in the selection of content. Schools are essentially local institutions, and the curriculum should reflect the needs and goals of Black and other minority group parents and other individuals within the community as well. During the mid-sixties Head Start became a pioneer within the public education domain by focusing on the significance of parents in determining the policies as well as the programs that affected the education and welfare of their children. One of its specific requirements was "a mandatory parent involvement at all levels of program development and participation." Because of the P.L. 94-142 mandate, regular teachers will find that parents are an integral part of the decision-making team that decides what is to be taught, how it is to be taught, and when. Curriculum development, then, will at no time be the sole responsibility of the regular teacher. Special education specialists, psychologists, resource teachers, parents, and, of course, the child himself/herself will provide the information needed to adapt curriculum which addresses his/her needs in a mainstreamed environment.

Steps to Determine What to Teach in a Mainstreamed Environment

Curriculum is what is taught, how it is taught, and when it is taught. However, the regular teacher needs some systematic way of deciding what is to be taught. The subject areas are usually obvious and dictated by a school system or individual school. For example, the school system dictates that children in the third grade will learn to multiply. The regular teacher's responsibility then becomes to get each student from his/her respective point A to his/her respective point B. This is done by determining the student's functioning level as it relates to the prescribed multiplication skill sequence.

To determine the child's level of performance, the teacher along with parents, and other specialists will use a diagnostic procedure. All available resources such as analyses of multiple standardized intelligence and achievement tests, criterion-referenced tests, informal mathematics tests, and parent and teacher observations will be used. From this data, the child's functioning level is determined and recorded. The teacher must then work out long and short term objectives which will form the basis for the individual child's program. The objectives will spell out the expected outcomes and the organization of knowledge, skills, and behavior to be learned. Objectives should not be so fixed and sequenced that there is not latitude for change based on the learner's progress or lack of progress.

To get the student from point A to point B, the teacher, utilizing a task analysis approach to curricular development, must

select, develop, and order learning tasks for the child. Such task analysis allows the teacher to adapt content to the more specific needs of students. It also allows the teacher to eliminate inappropriate materials which discriminate against some children according to externally applied standards.

A simple task analysis for telling time is used to describe how a regular teacher can make curriculum relevant and achievable. In sum, there is a terminal objective which when broken down into tasks provides the regular teacher and the child with a curricular program which has manageable steps toward accomplishing that objective (Mandell & Fiscus, 1981).

Figure Three

Terminal Objective: Given a clock face, the student will read the time to the nearest five-minute interval with 100 percent accuracy.

Task Analysis:

1. Given a clock face with no hands and with circles in place of numerals, the student will write in the correct numerals.
2. Given a clock face with numerals and an hour hand only, the student will read the hour as ___ o'clock by stating the numeral that is immediately before the hour hand.
3. Given a complete clock face (numerals, hour, and minute hand), the student will identify the hour and minute hands by drawing a circle around the hand asked for by the teacher.
4. Given a complete clock face with minute hand held constant, the student will correctly read the hour when asked.
5. Given a clock face with numerals and minute hand only, the student will count by fives starting at the top of the clock to the minute hand position and state the number of minutes indicated.
6. Given a clock face with either a minute or an hour hand, the student will orally state which hand is on the clock and then read the appropriate minutes or hour.
7. Given a complete clock face with the minute hand positioned only at five-minute intervals, the student will read the time by stating the hour first and then the minutes.

Although instructional strategies will not be discussed in this session, it is important to realize that in analyzing and specifying tasks there will often be varied ways of teaching tasks. For example, if a student has trouble differentiating between the hour and minute hands, it may be necessary to color-code the hands to provide further differences in the hands until the student becomes more discriminating. However, a middle school or junior high school student with the same difficulty may require more meaningful methods and techniques appropriate for his/her age and interest such as using a factory-type time clock to help him/her see a relationship between time and maintaining a job (Mandell & Fiscus, 1981).

What then are the advantages of the task analysis approach to curriculum development for the regular teacher? It utilizes teaching skills that are not new to teachers who have been trained for the regular classroom environment, and it provides them with an organized way to instruct handicapped Black and other minority students who may need alternative teaching/learning strategies to learn. The content to be learned is simplified into specific tasks. Concepts to be presented are singled out so that the teacher, the learner, and parent are aware of what is to be taught. The previous knowledge and behavior of individual students are taken into consideration to ensure that a sound basis for building new knowledge and modifying behavior can occur.

Another approach that non-specialized instructors can use to determine what to teach is the fusion plan, which has been widely adopted for use with learning disabled children. The fusion plan

takes into consideration basic curricular areas and focuses on human processes and needs. Come areas covered in the fusion plan are as follows:

1) observing the environment-reacting to the world around us;
2) communicating ideas and feelings;
3) protecting and conserving human and natural resources and property;
4) producing, exchanging, distributing and consuming food, clothing, and shelter;
5) transporting people and goods;
6) organizing and governing;
7) creating tools, techniques, and social arrangements;
8) providing recreation; and
9) expressing and satisfying aesthetic and spiritual impulses (Johnson, 1975, P.204).

These broad areas take into consideration specific subject areas. Social studies (economics, sociology, psychology, and political science), science, communication skills, physical education, art, music and literature are covered. This fusion curriculm is a way for experienced teachers to modify traditional curricula and instruction to meet broader educational objectives which have been achieved in clinical settings with learning disabled children. Through different experiential activities, the fusion curriculum provides the opportunity for handicapped minority students to succeed more frequently because the stigma of failing subjects is less a factor. The fusion curriculum also allows Black and other minority handicapped students whom might perceive the realities of our society differently to learn and participate in life processes which are relevant to them.

Regular teachers will find that most schools which have mainstreamed classes have not made significant changes in their curriculum. The curriculum is based on selected academic disciplines, much like all other schools or other classrooms. Thus, even in mainstreamed classes, regular teachers, as individual agents of change assisted by parents, resource specialists, and others, may find it necessary to broaden, adapt, or discard areas or disciplines which do not create the learning environment which is appropriate for all learners, especially handicapped Black and other minority group students.

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CLASS TWO

TEACHING STRATEGIES

INSTRUCTIONAL PLAN - CLASS II

Behavioral Objective	Enabling Activity		Materials
	Teacher Educator	Student	
1) The student will be able to discuss the varied teaching strategies which can be used to enhance the minority handicapped child's chances of success in a mainstreamed environment.	Lecture II Filmstrip: Teaching Strategies (from the set Mainstreaming: Classroom Management)	Lecture II Filmstrip: Teaching Strategies (from the set Mainstreaming: Classroom Management) Complete the Profile of a Student-Teaching Strategy	1a) Lecture II: Delivery of Instruction Through Varied Strategies b) Filmstrip: Teaching Strategies (from the set Mainstreaming: Classroom Management) c) Handout II-1 Profile of a Student-Teaching Strategy

OPTIONAL INSTRUCTIONAL PLAN - CLASS II

Behavioral Objective	Enabling Activity		Material
	Teacher Educator	Student	
(1)		Write a short critique of two teaching strategies that can be used with mainstreamed minority students.	

HANDOUTS, TRANSPARENCIES (APPENDIX)

CLASS II

Handouts

HO II-1 - Profile of A Student-Teaching Strategy

THE DELIVERY OF SERVICES THROUGH VARIED INSTRUCTIONAL STRATEGIES

Objectives and learning tasks tell the teacher what to teach while the instructional strategies tell the teacher how and when to teach. The teacher who can use various methods of instruction is better able to match content and student needs than is the instructor who confines himself/herself to a single "tried but true" approach. It has been found that, except for the use of braille or sign language, regular teachers are generally equipped to use a variety of methods which promote successful learning in children of different abilities (Reynolds, 1977).

The most widely used organizational approach to the mainstreamed environment is individualized instruction. It is a means of matching students' needs, interests, and levels of instruction. A knowledge of each student's needs, interests, and functioning level of instruction can offer the teacher options for one-to-one instruction and small or large group instruction depending upon the area of study or skill. Individualizing instruction is also dependent upon the child's attention span, sensory limitations, and/or energy level (Mandell, 1981). The child who has limited hearing, for example, may find large group instruction more difficult than small group or one-to-one instruction. Wherein the same child may find a learning task involving aesthetics in art or dance in large groups rewarding and stimulating.

There are many instructional strategies that can be used to enhance an individualized instructional approach for Black handicapped and other minority children. These strategies are often successful with regular students as well. The regular teacher's understanding and knowledge of students' interests and abilities

provide the primary criterion for the strategy or combination of strategies to be used. This knowledge and understanding also dictate the appropriate time and environment in which the instruction is to take place.

Several specific strategies which are used in both special education classes and regular classes have proven to be effective with many Black and other minority children. These strategies--direct instruction, undercutting, reinforcement of learning, peer and cross-age tutoring--tend to allow minority children more opportunity to achieve and to strengthen self-esteem (Reynolds, 1977). The strategies are also effective in helping the minority child increase his/her knowledge and develop competency in attaining basic skills.

Direct Instruction is the most frequent strategy used in the beginning stages of learning concepts or skills. The teacher lectures, demonstrates, and/or explains with or without the benefit of audio-visual aids. Direct instruction can be effective with children who require lots of structure and teacher direction. However, in large group situations in a mainstreamed environment, direct instruction should be kept to a minimum. Direct instruction is also an effective strategy in one-on-one and small group situations. This is a factor often overlooked by regular teachers.

Undercutting is a strategy used in individualized education programs and is best described as beginning instructional/learning activities that are a little below the level at which the child can function without assistance. In the area of reading, teachers

have referred to it as instruction at the independent level. The same procedure works in all other subject areas. Undercutting can be a very positive strategy to use with exceptional students from racial or cultural minority groups.

Many handicapped children, and especially Black children in our schools, have experienced failure in their communities and the larger society. This is true for large pockets of poor children, too. Undercutting tends to decrease the chance of such failure. When used consistently, it tends to build self-confidence and self-expectancy and is a sound strategy for inducing learning.

Reinforcement of Learning is a strategy which stresses outer experience, overt behavior, action, and reaction. Essentially, the strategy involves the reinforcing or rewarding of correct answers or proper behavior to increase the likelihood of the behavior being repeated.

There are many classroom schemes developed for use by teachers that utilize reinforcement of learning, all of which are based on the work of B.F. Skinner. Positive reinforcement is a classroom strategy that utilizes the Skinnerian learning theory. Using the positive reinforcement strategy, teachers ignore where possible all improper behavior. An example: Johnella is misbehaving, the teacher praises Thomas who is seated next to Johnella and is attending to this lesson. The developers of this strategy believe that when Johnella sees Thomas being praised or rewarded, she will want to behave in a like manner.

In addition to its use in modifying behavior, positive reinforcement can also be used to increase a student's rate of learning

academic tasks. The reward or reinforcer used as part of this strategy has been useful with handicapped children in special classes. In addition, regular classroom teachers at all levels have used reinforcers as part of their instruction. Some reinforcers which have been used for over fifty years include the star, charts, special privileges, and social approval. Social approval is used by warm and affectionate teachers who recognize the importance to children of both verbal and non-verbal communication. They praise when needed, touch without fear, approve, and compliment through eye-contact.

More recently, teachers have used tokens and contracts as reinforcers. When contracts are used, the child is actively involved in the decisions made about how he/she is to be taught, when the completion of the identified tasks is expected. The child selects the reward that is to be given when the set number of tokens has been earned or upon completion of the contract.

It is important for teachers to refrain from the overuse of reinforcers. Praising or rewarding children for every satisfactory contribution can cause children to become insensitive and indifferent to reinforcement. Therefore, the use of intermittent reinforcement is suggested. Intermittent reinforcement follows a schedule where praise is given in specified time intervals. For example, a program can be set up wherein a child is praised every third or fourth time a behavior occurs. Praising intermittently then but consistently can be very effective in maintaining behaviors.

In cases where teachers are faced with children exhibiting extreme behavior, special education personnel or psychologists may

help identify reinforcers that may be successful.

Peer and Cross-Age Tutoring are widely used strategies to assist teachers in individualization. The advantages of peer teaching are many; however, a few stand out as more positive than others for use with handicapped Black and other minority handicapped children. The advantages of peer teaching are as follows:

1. Peers can often explain very complex concepts in simpler and more understandable terms than the teacher;
2. Peers can help each other by using drill, cueing, and modeling which allows the teacher to maximize time with other children;
3. Peers are able to develop empathy and patience. Moreover, when encouraged to change from tutor to tutee, children develop respect for the special abilities others possess.

Teacher Behaviors

In addition to the varied strategies that effective teachers use with success in the regular classroom, these instructors also seem to have certain instructional moves and classroom control techniques which make the instructional strategy used more effective. Teacher instructional moves are identified in Figure One.

Figure One

Instructional Moves

More attending	More pacing
Less abruptness	More praising
More drilling	Less rushing
More encouraging	More spontaneity
More ethnicity	Less stereotyping
Less filling time	More structuring
Fewer illogical statements	More teacher-mode
More mobility	More materials
More monitoring of learning	Less time fixedness
More open sentences	More waiting

Teacher behavior control moves are described in Figure Two.

Figure Two

Teacher Behavior Control Moves

Less belittling	Less moralizing
More consistency of message	Less policing
Less exuding	More personalizing
Less harassing	Less sarcasm
Less ignoring	More signaling
More modeling	

Handicapped Black and other minority handicapped children have a greater chance of developing a sense of self-pride and worth and of attaining academic success if they are exposed to teachers who maintain the instructional and behavior control moves in Figures One and Two.

Teacher attitudes must be considered another basic element affecting instructional delivery. The Rosenthal and Jacobson Report of the late sixties revealed the tremendous impact that attitudes of teachers have on student performance. This effect has been especially evident in teacher expectations of minority children. Black children who are handicapped are highly visible. These children who are both minority and handicapped are victims of a double jeopardy in that many teachers expect less from both groups. These teachers typically give less attention and praise to, are less supportive of, demand less of, and are less eager to interact with these groups of children to ensure their academic success.

Preconceptions of the behavior of many children who are Black and handicapped are derived from assumptions of the "deficit"

theory rather than the "difference" theory. Subscribers of the deficit theory view the child who comes to school and does not function as a middle-class child is expected to function, as unready because of an inadequate home environment. Those persons who subscribe to the difference theory view the child who does not function as a middle-class child is expected to function as different as a result of cultural diversity. Teachers make stereotypic judgments which categorize children as less than able learners and social and emotional misfits (Crowl, 1974). They are unable to see value in difference. On the other hand with the advent of PL 94-142, regular teachers in a mainstreamed environment are challenged to develop and use instructional strategies that are positive. They are challenged to maintain an individualized education program in which all students can learn at their own pace. Thus, the regular teacher in a mainstreamed classroom is a critical element in the teaching/learning process. Moreover, the success of many children of various abilities, interests, cultures, and performance levels is dependent upon the teacher's knowledge of what and how to teach and especially his/her attitude and behavior toward handicapped Black and other minority handicapped students.

(Show the filmstrip, Teaching Strategies.*
Generate your own follow-up questions.)

*Teaching Strategies is from the set Mainstreaming: Classroom Management.

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CLASS THREE

PARENT INVOLVEMENT

INSTRUCTIONAL PLAN - CLASS III

TRANSPARENCY 4 - CLASS GOAL

Behavioral Objective	Enabling Activity		Material
	Teacher Educator	Student	
1) The student will be able to list and discuss ways of establishing and maintaining effective communication with minority parents	Lecture III	Lecture III Read Handout III-1	1a) Lecture III: Parent Involvement b) Handout III-1 Communicating with Parents of Culturally Diverse Exceptional Children
2) The student will be able to discuss six (6) ways of addressing the primary needs of parents of minority handicapped students.	Lecture III	Lecture III Read Handout III-2	2a) Lecture III: Parent Involvement b) Handout III - Tips for Teachers on School-Parent Communication
3) The student will be able to identify nine (9) positive assumptions pertaining to parents of exceptional children which will assist teachers in promoting parental involvement in the education of their child.	Lecture III	Lecture III Read Handout III-3	3a) Lecture III: Parent Involvement b) Handout III - 3 Basic Considerations in Planning a Parent-Involvement Program

OPTIONAL INSTRUCTIONAL PLAN - CLASS III

Behavioral Objective	Enabling Activity		Material
	Teacher Educator	Student	
1) and 2)		Role play a parent/ teacher conference with a minority parent. Conference Options: o Beginning year conference o Conference to refer student for testing o Conference when child is performing poorly o Conference when student is a discipline problem	Handout III-1 Handout III-2
3)		Group activity: Develop a program to involve parents in working with their child at home	

HANDOUTS, TRANSPARENCIES (APPENDIX)

CLASS III

Handouts

Handout III-1 - Communicating with Parents of Culturally Diverse Exceptional Children

Handout III-2 - Tips for Teachers On School-Parent Communication

Handout III-3 - Basic Considerations in Planning a Parent Involvement Program

Transparencies

TP-4 - Class Goal

LECTURE III

PARENT INVOLVEMENT: A KEY TO SUCCESSFUL DEVELOPMENT AND DELIVERY OF SERVICES TO HANDICAPPED MINORITY STUDENTS

Studying the history of education in America, one quickly discovers that parents of handicapped children and non-handicapped children have been systematically isolated from both the schools and teachers and denied any meaningful decision-making roles regarding their children's education. There were some exceptions to this systematic isolation, especially in the early nineteen hundreds when parents of handicapped children lobbied to make changes in the education of their children. However, this rejection and isolation of parents have been particularly evident in urban communities where parents and children are not always handicapped but are from cultural and social environments which differ from the teacher and mainstream America. These parents were not actively involved in the education that their children received in the public schools. Moreover, many parents were in awe of teachers, by virtue of the parents' feelings of inadequacy or lack of knowledge of the teacher/learning arena. Others were alienated from the school because of negative experiences with school personnel. Most parents were, however, concerned about their children's education although they did not know what they could do to assist the school in educating their children. In addition, teachers did not view parents as educators and, thus, as capable of participating in the development and delivery of education.

This period of parental isolation from education is ending as more teachers and parents begin to work in partnership to develop programs and solve educational problems. Much of the impetus supporting the move toward parent involvement has resulted from a combination of educational studies and the political

movements of the sixties and seventies. Teachers are also beginning to see the role of and to interact with the extended family which is often a viable part of Black and other minority family structure. Of significance is Head Start which required parent involvement. The latest impetus for parent involvement has come from the legislative mandates of P.L. 94-142.

PARENTS AS PARTNERS

Over the past three decades many Black and other minority children have been identified as intellectually handicapped and have been relegated to special classes although parents have been convinced that their children were misplaced. Public Law 94-142 acknowledges the importance of parents in the education of children. A mandate that identifies the role of parents in the development of an individualized education plan for the handicapped child is specifically in the law. Procedural safeguards inherent in the law are recognition of the parent's right to monitor his/her child's education and to challenge the education provided.

The teacher and parent cooperatively are able to provide the best educational environment possible to help the handicapped Black and other minority child reach his/her potential. However, being able to work in partnership with parents to enhance the learning of handicapped Black and other minority children is not an innate skill. It must be taught! Thus, teacher education programs in our colleges and universities must see parent-teacher education as a priority. However, as late as the seventies, pre-

service teachers could go through an undergraduate teacher education program without being apprised of the importance of parents as active and eager contributors to the education of children, except in their traditional roles as room mothers and fathers and Parent Teacher Association (PTA) members.

Whereas sharing information such as reports, records, progress reports, and other information with parents is not necessarily new for teachers, allowing parents to share in critical decisions such as planning educational programs based on this information is new. Thus, the P.L. 94-142 mandate for parent involvement makes it necessary for regular teachers in a mainstreamed environment to develop skill in new roles.

COMMUNICATING WITH PARENTS

Working with parents to design and implement curriculum for handicapped children is one way for regular teachers to develop effective communication skills. Regular teachers must do the following:

1) participate with parents in planning curriculum for children on a partnership basis;
2) confer with parents periodically on the progress of the child;
3) report and interpret the evaluation of children in clear precise terms without resorting to education jargon;
4) supervise parents who assist in the delivery of instructional and non-instructional services within the school (Reynolds, 1977).

To obtain the participation of Black and other minority parents of handicapped children, the educator must communicate with the parents effectively. The regular educator must listen to and inform parents in order to effect understanding, trust, and respect. Two special educators asked parents of handicapped children for suggestions that would make beginning teachers (and all teachers as well) more effective in their communication. In response, the parents suggested that the teacher should:

1) Be honest, explain things, including the good and bad sides;
2) Be sensitive to parents' feelings and give them as much information possible;
3) Understand that most parents do care about their children and what happens; school is not a dumping ground or a babysitting service to them;
4) Offer suggestions to be used at home;
5) Set the example for the child; the teacher, like the parent, must model good behavior;
6) Be open to parents' suggestions. The teacher should not always be negative;
7) Have a lot of contact with parents;
8) Be sensitive to the child's needs and try to look at all aspects of the child;
9) Do not be afraid to ask that exceptional children work at home, but give them specific things to accomplish which are in tune with what is going on in the classroom;
10) Do not make premature judgments of the learning potential of the parents, thereby slowing down some learning that could be taking place;
11) Learn to relate to parents. The teacher should understand that the child is handicapped but that the parents are not;
12) Help the child to feel important, to be top dog in something (Mandell & Fiscus, 1981).

All of these recommendations from parents are indications of the desire of parents of handicapped children to communicate

with the teachers of their children.

Marion (1979) suggests other guidelines that teachers may use to establish effective oral and written communications that are sensitive to Black and minority parents. They are as follows:

1) Know, if possible, the educational level of the parents before sending out written communication. This information will help determine the wording of the message;
2) Use the titles Mr. and Mrs. in all written correspondence;
3) Be brief but clear in oral and written communications;
4) Use language that can be understood by the parent, but is not condescending;
5) Be positive in his/her approach and begin with some of the child's positive attributes;
6) Ask parents to repeat parts of the discussion where clear understanding is essential.

When parents and teachers communicate effectively, advantages accrue to all parties involved. (See Figure Four.)

Figure Four

ADVANTAGES OF OPEN COMMUNICATION BETWEEN THE REGULAR TEACHER AND THE PARENT

There is an opportunity for cooperative planning.
The teacher has an opportunity to perceive family interactions.
It helps involve the parent in the total education system.
It broadens the teacher's perspective of family and societal differences.
It follows the intent and spirit of P.L. 94-142.
Parents and teachers learn new techniques of conferring.

PARENT NEEDS

Parents of handicapped Black and other minority students have specific needs that the regular teacher can address to gain their participation. These needs are the need for information and the need to belong.

Need for Information

The parents' need for information is one that teachers must not overlook. Although the provisions of P.L. 94-142 may be well-known to educators, parents of handicapped children, although exposed to P.L. 94-412, may still have insufficient familiarity with the law. Thus, educators must inform parents of the law and its regulations (Marion, 1980). In addition, parents should be informed of the evaluation procedures used for placement and of advocacy groups that are available to assist them. To provide information to parents of minority handicapped students, the regular teacher can mail flyers, have parent-teacher conferences, and hold informal meetings in churches and community centers. Cooperating parents of minority handicapped students can also be used as outreach workers to inform unresponsive parents of the law, its regulations, and the parent/school partnership. Besides informing parents of the law, teachers must inform minority parents of the services that are available in the school to assist the handicapped child and the family. The more informed parents are, the more able they are to work with educators to develop and and deliver appropriate education their children.

Need to Belong

Some parents of handicapped Black and other minority handicapped students have not had the experience of belonging to parent or advocacy groups. Others may have belonged to groups that expressed views that were inconsistent with their lifestyle and cultural orientation. At meetings or in groups, statements which seem to view unfavorable the childrearing practices and the family structure of minority groups have caused minority parents to feel unwanted or undesirable (Marion, 1980). For these reasons, minority parents have been reluctant to form alliances with middle-class oriented organizations, and, resultingly, minority parents have become isolated.

The teacher of minority handicapped students can alleviate parents' feelings of isolation and promote the development of alliances between parents and the school by doing the following:

1) Assuring parents that they should not feel guilty about their child's exceptionality or problem;
2) Accepting the parents' feelings without labeling them;
3) Helping parents to see the positives in the future;
4) Accepting parents as individuals not representatives of a category;
5) Respecting the need for parents...to value their lives highly;
6) Recognizing..what a big job it is to raise an exceptional child and help parents to find...the range of programs, services, and financial resources needed to make it possible for parents to do the job with dignity (adapted from: U.S. Department of Health, Education & Welfare, 1976b. p.2).

To encourage the participation of minority parents in the education of their children, teachers of minority handicapped children need to become advocates. Their taking an active and visible role on behalf of handicapped students and their providing forums where minority parents can present their views in a non-hostile atmosphere will encourage minority parents to join forces with the school for the benefit of their children. In addition, the desire for the participation of minority parents as members of organizations should be communicated to parents through positive and sincere solicitation.

ASSUMPTIONS TO ENSURE PARENT INVOLVEMENT

If regular educators are to have success in involving parents of handicapped children in the development and delivery of education to their children, several assumptions need to be made. These assumptions speak to the relationship between parents and their handicapped child and between parents and their child's educational program (Karnes & Lee, 1980). These assumptions are as follows:

1) Parents are interested in the growth of their handicapped child and want to acquire new and improved skills in order to promote the child's growth;
2) Parents will involve themselves when professionals show respect for them as individuals;
3) Parents will find time to become involved in their child's program if the involvement makes sense to them;
4) Parents are willing and able to learn improved skills for working with their handicapped child;

5) Parents will involve themselves most when their training is specific and when they can see some direct applications;

6) Parents will involve themselves most when the approach is individualized;

7) Parents will involve themselves most when served by professionals who have been trained specially to work with parents in divergent, appropriate ways;

8) Parents will involve themselves most when informed of the progress of their efforts;

9) Parents will develop more positive attitudes when involvement is successful (Karnes & Lee, 1980).

TEACHER COMMITMENT

Whatever programs are structured to gain the involvement and commitment of parents will require creativity, patience, and competence on the part of educators. Parents can be willing partners if educators evince confidence in the ability of parents to give meaningful input and support. Educators should be candid but caring and receptive of views that may conflict with their own. Their desire to help handicapped children succeed in the academic and social setting must be one that is evident and sincere. As educators, they must strive to synthesize the real with the ideal to effect an appropriate education for each minority handicapped child. In addition, it is well to remember that the parents of the handicapped love their children and want the best for them, much the same as parents of nonhandicapped children. Moreover, if the regular educator is sensitive to the handicapped child's parents possible guilt, shame, and feeling of blame for having a handicapped child, he/she can be ever empathetic and supportive.

THE IEP: PARENT INVOLVEMENT

The development of an Individualized Education Plan (IEP), a major component of P.L. 94-142, is an excellent vehicle to effect a partnership between the parents and the school. The IEP is to be developed and reviewed each year by the child's parents and others, such as the teacher, a special education specialist, and a representative of an agency which is able to contribute to the program development. The Individualized Education Program must include:

1) A statement of the child's present level of educational performance;
2) A statement of annual goals including short-term instructional objectives;
3) A statement of the specific educational and related services to be provided;
4) The extent to which the child will participate in a regular education program;
5) The projected date for initiation and anticipated duration of such services;
6) Appropriate objective criteria, evaluation procedures, and schedules for determining on at least an annual basis whether instructional objectives are being achieved.

The mandates of P.L. 94-142 indicate that all services which are related to the instruction of the handicapped child must be clearly specified and communicated to parents and others responsible for the child's education in order that all are aware of the support services to be provided. Parents are then able to determine the appropriateness of the school's intent. For example, when the regular teacher needs the assistance of special educators and/or special instructional teaching aids not housed in

the regular classroom, parents and all who are concerned need to be apprised of why this assistance is needed and when it is to be used. At other times the regular teacher must use ancillary services which are essential for the handicapped child. Such services may include special transportation around the school facility to receive appropriate instruction to supplement classroom instruction. When these services are provided and parents are informed openly and more often than not have been a part of the planning, misunderstandings, mistrust, and ignorance between parents and the school will be lessened or nonexistent.

T O G E T H E R

Teachers and parents must work together to provide the best possible education for each minority handicapped child. This means that parents and teachers need to share information about the school environment and the home environment. In addition, to effect a partnership, the regular teacher must develop strategies that can be used with parents who are angry, shy and uninformed and with those who harbor guilt feelings. Crucial to the development of a positive working relationship with parents is the teacher's respect for and knowledge of cultural diversity and handicapping conditions.

On the other hand, parents must feel free to share with teachers what they perceive as realistic goals and objectives for their child. They must be willing to match these goals against data from several sources. Moreover, the information on the child's performance at home and in other family/social environments pro-

vided by parents is invaluable for it provides the teacher with the additional data for deciding the appropriateness of services. It also helps in the selection of environments for receiving the instructional services.

P.L. 94-142 has brought into focus the importance of parents in the education of students. The law delineates specifically that parents are to participate in the development of the IEP and have due process rights. Thus, the law mandates and gives impetus to the development of parent-teacher partnerships in an effort to provide appropriate education to each handicapped child.

Finally, there is a great need in all of our schools and especially the classes where there are such diverse needs as those of minority handicapped students to improve the chances of academic success. Teachers no longer have to do it alone. Parents are there, not only because of P.L. 94-142 or Title I mandates, but because they care about their children. The involvement of parents in the mainstreamed classroom with the regular teacher is good for the child, good for the parents, good for the teacher, and good for public education.

Name_____ Date_____

Professor_____

The Development and Delivery of Instructional Services

A Commitment to the Minority Handicapped Child

Directions: For each numbered item there is a lettered set of alternative answers or completions. Select the BEST ONE for each item. Circle your response.

1) Which ONE of the following is NOT a teaching strategy that may be used to enhance the success of a minority student in a mainstreamed environment?

a) undercutting
b) reinforcement of learning
c) direct instruction
d) individualized education plan

2) Which ONE of the following is least important to developing a curriculum for minority students? The learner's

a) needs
b) age
c) feelings
d) goals

3) Which ONE of the following is NOT a step to use when determining curriculum in a mainstreamed environment?

a) instructional strategies
b) task analysis
c) fusion plan
d) student's level of functioning

Directions: Circle 'Disagree' or 'Agree' to each statement that follows.

4) Incorporating the languages, heritage, values, and learning styles of minority children into the education process with status equal to majority children is theoretically and pragmatically impossible.

Disagree Agree

5) Current forums for parent/teacher communication (e.g. parent-teacher associations, conferences) provide sufficient opportunities for the increased teacher responsibilty to communicate with parents.

Disagree Agree

6) Implementing PL 94-142 diminishes the role and responsibility of the regular school teacher.

Disagree Agree

7) It is important for teachers to understand the values and lifestyles of all of the children in their classrooms.

Disagree Agree

Directions: To items 8 and 9, supply responses that make each statement complete/correct.

8) Teachers interested in promoting positive parental involvement in their child's education should assume that parents of exceptional children are:

_____, _____,

_____, _____,

_____, and _____.

9) When initiating oral or written communication with minority parents, teachers can establish effective communication by observing the following guidelines:

_____,

_____,

_____, and

_____.

ESSAY

10) Briefly discuss ways that teachers can alleviate parents feelings of fear and isolation and promote positive alliances that meet their needs.

11) Briefly contrast the characteristics of fixed and emergent curricula.

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APPENDIX

GLOSSARY

CURRICULUM - systematic plan for exposing students to content and processes of learning and living.

DIRECT INSTRUCTION - instruction which involves teacher lecture, demonstration, and/or explanation with or without the benefit of audio-visual aids.

MAINSTREAMING - the practice of educating handicapped children in regular educational settings. This generally involves the placement of handicapped children in regular classrooms and the provision of support services when necessary.

REINFORCEMENT OF LEARNING - strategy of rewarding or reinforcing correct answers or proper behavior to increase the likelihood of the behavior being repeated.

UNDERCUTTING - an instructional strategy used in individualized education programs which involves beginning learning activities a little below the child's independent level.

Lecture One:

SCHOOL: A REFLECTION OF MAINSTREAMING PHILOSOPHY?

You are a regular teacher trainee and you are observing in a school in which you will most likely have your field experiences. As you walk to your first observational assignment you observe that in Room 301, 95% of the students are black and learning disabled and exhibit hyperkinetic behavior. In Room 205, about 95% of the students are Anglo and 5% are physically handicapped, and in Room 206, 95% of the students are without handicaps. The only minority teacher is assigned to Room 301. You notice that this pattern occurs throughout the school. At the conclusion of the school day, the principal asks you to meet in her office. She states that you are privileged to have the opportunity to do your field experience in an environment committed to PL 94-142.

Based on your knowledge of PL 94-142 and your most recent examination of ways to make curriculum more relevant, how would you respond to the principal's call for any questions or comments?

Is this mainstreaming?

Describe the curriculum from your perspective.

Who are the determiners of the curriculum?

How is the curriculum delivered?

Lecture Two:

PROFILE OF STUDENT-TEACHING STRATEGIES

DIRECTIONS: Using the student profile reproduced below and Informal Assessment information provided by the teacher, list below teaching strategies that you might use with this student in your subject area.

EXAMPLES: Commercially available games to reinforce specific skills and peer-tutor who can work with the student in free period...

When you have completed this exercise, restart the filmstrip.

AGE:_____ GRADE:_____ SUBJECT:_____

IQ Test Scores: Group - 80 Classification: Learning Disabled

Individual - 110

Reading Comprehension:_____ (3 years below grade level)

Math Skills:_____ (2 years below grade level)

Assignment:

Teaching Strategies Used:

Reproduced:

Mainstreaming: Classroom Management Techniques

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Communicating with Parents of Culturally Diverse Exceptional Children

ROBERT L. MARION

■ Working with parents of culturally diverse exceptional children should be considered an exacting challenge to teachers and educators in this decade. The adoption of such an attitude by professionals does not negate or overly subscribe to the problems that might arise between parents and educators with conflicting ideologies, values, and feelings. Rather, such a view recognizes that relationships between parents of culturally diverse handicapped and gifted children and professionals have been drastically altered by recent court decisions and legislative enactments. These pronouncements have produced significant attitudinal changes among the affected groups.

Most of the changes brought about through the courts or by legislation have been viewed as positive by parents who had previously been identified as disadvantaged, disenfranchised, or deprived. There have been several reasons for this response from culturally different parents. The *Mills v. the Board of Education* (1972) decision spoke to the issue of tracking. It forbade the District of Columbia schools to use a system of placement that resulted in the assignment of disproportionate numbers of minority students to the general or lowest curriculum track in the schools. The *Pennsylvania Association of Retarded Citizens (PARC) v. Pennsylvania* (1971) case was a significant victory for handicapped students and parents. It established the right of every mentally retarded child to have an opportunity for a free and appropriate public school education. The Education for All Handicapped Children Act of 1975 (Public Law 94–142) provided several guarantees to parents and clarified their roles as coequal partners in the educational process. Protections that were of particular importance to parents of culturally diverse children were rights relating to due process, nondiscriminatory testing, and least restrictive environments.

To understand the significance that such parents attached to these developments, the similarities and differences in the educational process for culturally diverse gifted and handicapped children in the schools must be reviewed. The similarities can be summarized from the following viewpoints. First, parents of handicapped and gifted children should be considered parents of exceptional children. This statement can be interpreted within the framework that both categories of children have special educational, social, and personal needs (Cruickshank, 1975; Hoyt, 1976; Marland, 1972; Sato, 1974). Second, formal assessment has played a role in the assignment of numerous children to these divergent categories of exceptional children. This has been equally true for minority children and for nonminority children in society. Third, teacher perceptions have been a vital part of the total process of identifying gifted and handicapped students. Prior to Public Law 94–142, teachers were frequently the primary and even sole identifiers of handicapped children (Dunn, 1968; Hurley, 1969).

Some differences between the two categories of gifted and handicapped should be underscored, however. First, although both subsets are considered exceptional, giftedness has the connotation of excellence, of wisdom, of power. Handicapping conditions have the connotation of weakness, subnormality, and ugliness (Griffin, 1979). Second, assessment as utilized by the schools has played a far greater role in assigning culturally diverse populations to classrooms for mentally retarded children than to classes for the gifted (Dunn, 1968; Jones, 1972; Marion, 1979). Third, teacher nomination as a selection tool in the identification process has not been very successful in recognizing giftedness among culturally diverse children (Pegnato & Birch, 1959). It has been used with more accuracy in diagnosing cultur-

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ally different pupils who are handicapped (Dunn, 1968; Hobbs, 1975; Jones, 1972).

REACTIONS OF PARENTS

The reactions of parents to these similarities and differences in the schooling process have led to a markedly different relationship between professionals and parents of culturally diverse gifted and handicapped students in contrast to their nonminority counterparts. The reactions of parents of culturally different children in both categories can probably be described differently from the way in which most of the literature to date has depicted them. Descriptions of the reactions of parents to the birth of their handicapped child include these terms: shock, disbelief, grief, mourning. A frantic search for a cause and a cure often accompanies these defense mechanisms. Many parents have been helped by professionals and other parents to accept the handicap of their child.

These reactions can be traced directly to studies of Anglo American parents. Much of the data was obtained from observing, examining, and reporting on the activities of nonminority parents. Not as much evidence on the same subject has been accumulated and documented with culturally diverse parents. One 3 year study (Marion & McCaslin, 1979) has served to substantiate the fact that many parents of culturally diverse handicapped children are not consumed with the same strong feelings as those that overwhelm nonminority parents. Luderus (1977) also supported the position that culturally different parents do not fit the stereotype generally ascribed to parents of handicapped children. Frequently, parents of culturally diverse handicapped children have not expressed shock, disbelief, sorrow, and some of the other associated feelings of guilt and depression. On the contrary, prior to Public Law 94–142, feelings of protection and acceptance of the handicapped child was the more typical emotion (Marion & McCaslin, 1979). This was especially true of Mexican-American and Black families, both of whom had extended family networks (Billingsley, 1968; Hill, 1972). Much of the research during this period did not stress the strengths of minority and culturally diverse families and tended to ascribe pathological conditions to atypical family structures (Minuchin, 1967; Myrdal, 1944). Many researchers also ignored the role of religion and the feelings of acceptance and security engendered by its place of prominence in culturally diverse families (Billingsley, 1968; Cole, 1967; Hill, 1972).

The burden of having a handicapped child in the family was probably most strongly fixed in the minds of culturally diverse parents when their child entered school (Barsch, 1969). Faced with large numbers of culturally different children in urban areas, regular school systems showed their inability to accommodate these children by assigning increasing numbers of them to special education classes (Dunn, 1968; Hobbs, 1975; Jones, 1972). Special education aided in this movement by the reciprocal acceptance of these children into classes for the mentally retarded (Hurley, 1969; Hurley, 1971). Therefore, in the 1970's great numbers of culturally diverse children grew up in the special education system and, as adolescents, have become products of a self fulfilling prophecy (Larsen, 1975).

The greatest reaction expressed by parents of culturally diverse handicapped children has been one of anger and dismay at the policy of overinclusion of their children in classes for the mentally retarded and emotionally disturbed. This policy, as practiced by the schools, has permeated the thinking of culturally diverse families to such an extent that they have become desperate and confused. The anger displayed by these parents has been a reaction against an educational system that they feel has promoted these two categories as the only appropriate depositories for their children (Hurley, 1971; Marion, 1979).

Parents of culturally diverse gifted students have not reacted to a policy of inclusion but rather to school practices of exclusion. Although gifted children are considered exceptional children, parents of culturally diverse gifted students have been less than optimistic about the chances that their children will gain entry into programs for talented students (Marion, in press). Pessimistic reactions to the heavy reliance by schools upon IQ tests as the major discerner of giftedness in students is common. Only when a marriage between "nature" and "nurture" theories is effected are parents of culturally diverse gifted children given to hope that their children might be included in these programs.

Many of the frustrations of parents of culturally diverse gifted populations have also revolved around the condition of schooling for

adolescents. Parents are concerned that many culturally diverse problem adolescents of today were yesterday's gifted and talented children (Shaw, 1978). As younger children they might have been described as:

1. Members of large, financially insecure, and *a priori* love families.
2. Exhibiting inappropriate social behavior.
3. Popular with their classmates and possessing more social insight than their peers.

Parents are fearful that a goodly number of adolescents who demonstrated these tendencies to teachers were mislabeled *emotionally disturbed*, *socially maladjusted*, or *mentally retarded* on the strength of atypical family characteristics or culturally different mannerisms.

CONCERNS OF PARENTS

Many of the concerns of parents of culturally diverse gifted and handicapped children are creations of the negative image that education has projected. Consequently, many of the difficulties in the communication process can be traced directly to this undesirable image. For instance, special education has clung tenaciously to the view that the perfect family corresponds to an average US Census family, comprised of two parents and two children. Most culturally diverse families, especially the poor, exceed this family size, which immediately implies that they are atypical. Such an image strains the traditional concept of giftedness, when its presence is acknowledged solely in an only child or in the eldest of two children (Barbe, 1965). Likewise, parents of culturally different handicapped children have been made to feel guilty about their large families.

Testing

Perhaps the concern that has caused most friction to occur between schools and culturally diverse populations with gifted and handicapped children has been the issue of testing. This issue has occupied the thinking of culturally diverse groups for a long time (Gay & Abraham, 1974; Oakland, 1974). Reasons for this preoccupation with the testing issue have been well documented through the courts (*Diana* v. *State Board of Education*, 1973; *Larry P.* v. *Riles*, 1972). The concern of parents of handicapped children has centered upon the use of tests to disproportionately assign their children to classes for the mentally retarded or the emotionally disturbed (Children's Defense Fund, 1974; Hurley, 1971). Parents of culturally diverse handicapped children have complained that prior to Public Law 94–142 their opinions were not solicited and they did not have any input into the placement of their children (Children's Defense Fund, 1975; Hickerson, 1966; Southern Regional Council, 1974).

With regard to culturally diverse gifted children, the uneasy truce between "nature" and "nurture" opponents has failed to quiet the differences of opinion concerning the potential for giftedness among this group. Although the definition of giftedness has been broadened, schools continue to support the idea that intelligence is measured by an IQ obtained through testing (Mercer, 1973).

Identification

A final concern that has troubled parents of culturally diverse gifted and handicapped children has been the question of teacher identification. This issue has emerged because many studies report on the inability of teachers to recognize giftedness among culturally different children (Malone, 1975; Pegnato & Birch, 1959). Traditional indicators upon which observations are based are usually middle class values, family stereotypes, and teacher expectations about conformist pupil behavior (Larsen, 1975; McCandless, 1967). In the eyes of many teachers, culturally diverse gifted populations fail to measure up to these indicators (Marion, 1979). On the other hand, many culturally diverse handicapped children are in fact identified and placed into special education (Prillman, 1975).

COMMUNICATING WITH PARENTS

Parents of culturally diverse gifted and handicapped students have exhibited a number of common needs. When these needs have been met, the views of culturally diverse parents have generally been changed to a more positive outlook and communication has been facilitated. Professionals who are attempting to work with these parents should have an understanding of these needs to effectively expand their roles in the communication process.

Need for Information

The need for information constitutes one of the primary requests from parents of culturally di-

verse gifted and handicapped children. In communicating with parents of handicapped children, much of this need can be satisfied through regularly scheduled meetings and conferences and planning sessions for the individualized education program (IEP). Many educators assume that their own familiarity with Public Law 94–142 is automatically bestowed upon the parents. Nothing is further from the truth. Some parents of culturally diverse handicapped children need to further understand the basic tenets of Public Law 94–142, including their rights and responsibilities. Educators working with parents should be certain that they:

1. Have a knowledge of the law itself and of corresponding regulations.
2. Have a thorough knowledge of their clients.
3. Can effect communication among staff members, between parents and the agencies which are to serve their child, and, in some cases, between staff and the client they are assisting.
4. Utilize appropriate times and settings for parent-teacher conferences.

Only well informed parents can be intelligent consumers of information. There should be agreement that parents and educators have one common denominator, their concern for the education and welfare of children.

Parents of gifted culturally diverse children have experienced many problems similar to those of their counterparts with handicapped children. They, too, have an information gap when qualitative and quantitative differences of giftedness are being discussed. Many parents have not been made aware of the broadened definition of gifted children as those individuals who excel consistently or show the potential for excelling consistently in any human endeavor—academic, creative, kinesthetic (performance skills), or psychosocial (relational and leadership skills). Parents must exchange information to be assured that the broadened definition will not perpetuate segregation within gifted education, that is, nonminority children being placed in all academically gifted classes and culturally diverse pupils going into what would be considered "talented only" sections.

Educators who are attempting to exchange information with parents of culturally diverse students should be prepared to engage in time consuming tasks. Sometimes the parents' lack of knowledge can actually be caused by educators who tend to hold back information under the assumption that culturally different parents are not sophisticated enough to grasp the material. Rather than assume this stance, professionals should be putting into effect the following guidelines:

1. Send messages home in language parents understand.
2. Work with children to prevent previous negative experiences from having a lasting impression.
3. Respect the parents enough to listen for messages being returned.

Communicating in a clear, concise manner implies that professionals and parents exchange information in layman's terms. Educators should have a sensitivity to Ebonics (Black dialectical differences) and bilingualism and not be offended by different syntaxes or speech patterns used by some culturally diverse populations. On the receiving end, educators should be understanding of the fact that some parents of culturally different children have not profited from all the established communication vehicles used by nonminority parents. Many parents of culturally diverse children have not actively gathered information by affiliating with professional organizations (Marion, 1979; Roos, 1976). Those individuals lacking the ability to handle the sophisticated reading level of much of today's literature have not been able to familiarize themselves with written material. Many do not belong to social cliques that obtain and exchange information on an impromptu basis.

In facing these situations educators must have an accepting attitude. When parents and professionals continue to exchange information, the apathetic and confused parent can be replaced by the parent who wants to know:

1. Whether or not programs for all ages exist.
2. How the schools go about identifying exceptional children.
3. About procedures for evaluating children.
4. How children are placed in programs.
5. About due process.
6. Who their allies are. (U. S. Department of Health, Education, & Welfare, 1976a, p. 4)

Educators will have to listen empathetically and realize that feelings of parents can change from trust to skepticism and/or curiosity. They

may be critical of school policies and procedures. Teachers should realize that this reaction is normal and that parents may be hostile and desperate as they attempt to sort out facts from their fundamental beliefs about education.

Professionals who are attempting to work and communicate with parents are facing an important task (Rogers, 1961). They should be prepared to listen and be ready to join forces with parents concerning their rights and responsibilities. In essence, professionals should adopt the role of advocate with parents of culturally diverse children. Educators must report factual information in an objective fashion. By responding in this manner they can establish mutual positions of trust and respect.

Need to Belong

Another basic need of parents of culturally diverse gifted and handicapped children has been the need to belong. The same need applies to both categories in spite of obvious differences in the students. Parents with culturally different gifted and handicapped children are not well represented in the membership of parent organizations of either category. Some parent groups are unwilling to recruit culturally diverse populations into their organizations. Often an unstable family financial condition has contributed to the situation. Families struggling to meet basic survival needs may be unwilling to join dues paying associations. Moreover, if they have been experiencing basic survival needs, parents of culturally different children can be expected to be reluctant to associate with a membership comprised of people who have different socioeconomic and cultural backgrounds and interests.

The outcome of this nonalliance has been a feeling of isolation on the part of parents with culturally different children. These parents have often felt as if they were either unwanted visitors or undesirables. All too often the feeling of isolation has been brought on by an unfair appraisal of the family structure. It has not been easy for these parents to sit in on meetings where discussions about family characteristics and relationships are emphasizing issues foreign to their interests. Those who remain are often seen but not heard (Marion, 1979).

Schools have not successfully met the challenge of helping parents overcome their feelings of isolation and loneliness, either. They have practiced a policy of exclusion against the culturally different (Cohen, 1970). Language, speech, and racial differences have stamped certain groups of children as outsiders. Student pushouts, dropouts, and suspensions have characterized the schools' reactions to people who vary from the nonminority population (Southern Regional Council, 1974).

Nevertheless, the major responsibility for alleviating parental feelings of indifference and isolation remains with schools and teachers. They have been ranked second only to the family in importance in the lives of children (Hobbs, 1975). Parents can be helped to shed the feelings of loneliness if professionals will not label them with such stereotypes as "rejecting," "hostile," or "demanding." Educators and other professionals should:

1. Assure parents that they should not feel guilty about their child's exceptionality or problem.
2. Accept the parents' feelings without labeling them.
3. Accept parents as people—not a category.
4. Help parents to see the positives in the future.
5. Respect the need for parents . . . to value their lives highly.
6. Recognize . . . what a big job it is to raise an exceptional child and help parents to find . . . the range of programs, services, and financial resources needed to make it possible for parents to do the job with dignity (U. S. Department of Health, Education, & Welfare, 1976b, p. 2).

Teachers and other professionals will have to become advocates for the inclusion of parents of culturally different children into organizations mainly frequented by nonminority parents. Culturally different parents should be encouraged to join parent organizations and present minority points of view. Educators will have to collaborate with parents to give them coping skills for joining and maintaining membership in such groups. Recruitment efforts might be strengthened with the addition of dues waivers for parents experiencing financial difficulties. Social isolation of culturally diverse parents will be reduced when their group numbers increase to the point where the majority membership acknowledges their presence.

Using these guidelines, teachers and other professionals will be assisting parents of culturally diverse gifted and handicapped chil-

dren not only to combat feelings of isolation but also to achieve a sense of belonging.

Need for Positive Self Esteem

Maslow (1962) established the need for high self esteem as a fundamental issue in the hierarchy of needs. Parents of culturally diverse handicapped children have not experienced much enhancement of their self esteem as the schools have steadily increased the numbers of their children in classes for the mentally retarded or the emotionally disturbed. Their counterparts with gifted children have also suffered from a lack of self esteem. It has been pointed out to them that their children have consistently fallen short of measures of giftedness as determined by IQ tests. For both groups of parents it has been implied that family structures, economic class, and heredity all work to their detriment when they are compared to their majority counterparts (Jensen, 1969; Minuchin, 1967).

Parents in culturally diverse populations have a need to be understood. They are asking that professionals recognize their feelings and be responsive to them. Parents who have raised children in a cooperative atmosphere cannot be blamed for their alarm when this quality is not valued as highly as initiative in the school environment (Billingsley, 1968; Hill, 1972). Furthermore, Americans tend to pride themselves on "fighting against the odds and not giving up." Those persons who have not continually subscribed to this notion have often been accused of "sluffing off." Stouthearteddness and perseverance are expected of parents no matter what type of stress they may be confronting (Hudson, 1976). Parental reactions to these expectations have sometimes resulted in anger and loss of self esteem.

Professionals working with minority parents should capitalize on emotion to rebuild the self esteem of parents. Anger can be used to mobilize the parents into action. Parents should be urged to:

a) know the law
b) work with other parents
c) work with professionals
d) use their right to speak
e) stop pleading, education is a right
f) learn how to take part in planning conferences
g) not compromise and insist on full evaluation and clear goals
h) be an active citizen (U. S. Department of Health, Education, & Welfare, 1976b, p. 2)

Without question, educators and other professionals will have to continue their advocacy roles to assist parents of culturally diverse gifted and handicapped children in pursuing the prescribed actions. Parents are typically unwilling to undertake these assignments without the help of a committed, responsible professional.

However, these actions cannot be accomplished solely through teacher advocacy. The advocacy role for teachers will best be combined with an ombudsman approach. Educators are in a position to mediate any intense feelings that parents may have as they experience the stresses of rearing and educating their culturally different gifted and handicapped children. In these difficult times in the lives of parents, many will be heard saying that they do not need trials to build character (Hudson, 1976). Teachers should be prepared deal with that attitude. They should seek to strengthen the self concept of parents by aligning themselves with the parents. Teachers place themselves in an understanding position by acknowledging frustrations and anger. Working from this stance, professionals can resolve some of the temporary affective blocks that hinder communication. They can diminish the chance that they will be perceived as experts or authority figures. If parents are led to feel that they lack the qualifications necessary to meet the needs of their child, it can only serve to intimidate them. As a result, the parents' self concept is further diminished and any additional attempts at communication are thwarted. Educators who are seeking to work effectively with parents of culturally diverse gifted and handicapped children have recognized that this outcome is in direct opposition to the intended goal of facilitating communication.

Instead, teachers should continually seek to mobilize the energy of parents toward productive ends. Professionals should help parents find satisfaction in learning what can be done for their child and working actively for the child's maximum potential development. As a result, the gains that parents see in their children will become a source of continued motivation. Using this approach, educators can increase the confidence of parents. Convincing parents to work for better public understanding of their children, to improve facilities and increase funding, will result in their increased self esteem.

CONCLUSION

Communicating with parents of culturally diverse gifted and handicapped children is a time consuming task. For these parents the realization that their children will be thought of as "special" students can be expected to produce varied reactions. Professionals who work with parents of culturally different students should be prepared to meet their needs for belonging, self esteem, and information. Also, educators must be guided by an appreciation of dialectical deviations, a respect for cultural differences, and faith in the concept of individualized instruction. Professionals must be prepared to provide help at the cognitive and affective levels as they work with parents who are traditionally outside the mainstream of American education. Successfully meeting these needs and expectations will help educators move toward the goal of improving communication between professionals and parents of culturally diverse gifted and handicapped children.

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WAYS THE TEACHER CAN HELP

The teacher can help the parents of a handicapped child in a number of ways:

1. The teacher can describe the way the child acts at school, and help the parents compare that behavior with the way the child acts at home.

   This makes it possible to work together on practical solutions for the problems of routine care that are made difficult by the child's disability. Some ingenious ideas have developed from teachers and parents working together on practical help for the child in his daily activities;

2. The teacher can help the parents get and use information to help them with their child.

   Consultative help is usually available to the parents from professional people who are familiar with the child's care. The teacher should encourage the parents to seek information and advice from the child's place of treatment. Sometimes parents are hesitant to ask for information.

   The school nurse or the counselor are good resources for printed materials concerning the disease or disability that the child has. If the school nurse or counselor does not have the address of the national organizations concerned, she will be glad to get them for the parents. Often these materials are routinely kept on hand at school, and may be available from these people for the asking.

   Both the counselor and school nurse are available to most school districts to work with the teacher and the parents of the handicapped child;

3. The teacher must remember that, though parents may learn to accept the child's disability, adjustment is a continuing process.

   The teacher should reassure the parent often and encourage them from time to time. The parents need the teacher's viewpoint to compare with theirs. They need help in learning to be more objective--not to expect too much, or too little, of their child.

   The teacher should continue to encourage the parents to share the findings concerning examinations of and check-ups on the child. In this way the school and home can keep current in adjusting activities to the child's present needs;

4. The teacher should avoid matters which are too extensive for school.

The teacher should not attempt to counsel with a parent who has a personal or emotional problem.

Teachers most often ask how to work with parents who behave in certain ways, such as the parent who is shy, the parent who is angry, or the parent who does not seem interested.

The Parent Who Is Shy

The teacher should use all the ways he/she knows to put this person at ease. He/she should ask some questions that cannot be answered with simply "yes" or "no". He/she may let the parent know he/she appreciates his/her coming for the conference. If more than one relative is present, the teacher should address the shy one directly, drawing him/her out with his/her interest. The teacher should show his/her approval for something that can be praised.

The Parent Who Does Not Participate

This parent comes to the conference, but may not talk to the teacher. He/she is usually one of a group of two or three relatives who have come to the conference. This parent is courteous, and appears interested, but allows the others to talk for him/her.

The teacher should be sure each member of the group is introduced. He/she can encourage each one to talk by asking direct questions. Often the others will answer questions or talk for him/her. The teacher should let this person know that he/she appreciates the parent's coming.

The Parent Who Is Angry

The teacher should encourage this person to explain the reason for his/her anger. He/she should not argue with the parent and should answer his/her questions honestly and tactfully. He/she should not be afraid to tell him/her if he/she does not know the answer. They may then attempt together to decide what should be done about the situation. If the teacher is not familiar with the situation, he/she may wish to take the parent to the principal's office to obtain more information. He/she should make a definite date for discussing the matter again.

The Parent Who Does Not Understand

This person may be hard of hearing. He/she may be a bi-lingual person, who speaks another language more fluently than English. He/she may be uneducated, or think it is disrespectful to ask questions of his/her child's teacher. This parent may be unfamiliar with the teacher's accent or the words used.

This parent wants very much to understand, but he/she does not want to appear disrespectful or look foolish. The teacher should make a special effort to put this parent at ease. He/she should talk to this person as though the parent were answering him/her.

He/she should use simple language and ask questions. If he/she gets little or no response, he/she should continue the discussion, making it easy for him/her to respond. When he/she begins to talk with the teacher, the parent must have begun to understand better. The teacher should keep trying until they are communicating with each other.

The Parent Whose Religious Beliefs Are In Conflict With School Activities

The teacher must be thoroughly familiar with the policies of his/her school district to be helpful to this parent. This parent is concerned that his/her child practice the beliefs of his/her religion while he/she attends public school. Each year that the child is in school the parent will probably want to discuss these beliefs with the teacher or principal. It is helpful to those concerned to discuss what is involved.

For example, perhaps the child's religion forbids him/her to salute the American flag or to recite the Pledge of Allegiance. The teacher may explain to the parent how this will be handled at school. The other class members will participate in this activity, while this child sits or busies himself/herself with a quiet activity. The teacher should encourage the parent to explain the beliefs of his/her religion which might change the child's activities at school. The teacher may then explain how the matter will be handled at school.

Religious beliefs most often affect the way the child dresses, the food he/she eats, the activities in which he/she participates, and the holidays he/she may observe.

Sometimes this parent wants the school to change policies to benefit those of his/her religious faith. The teacher should suggest that this be discussed with the school principal or superintendent of the school district.

The Parent Who Does Not Seem Interested

This parent may feel that he/she is not wanted at school. He/she may think there is nothing to talk about or that a conference or meeting will be dull. Since both parents are invited to the conference, perhaps the other parent can become interested and encourage this one. Sometimes other interested parents can help.

This parent might respond to an invitation to visit his/her child's classroom, to attend a performance in which his child participates, or to help the teacher in the classroom. He/she might become interested in helping obtain or prepare materials for a special classroom activity. If the teacher can get him/her to school once, it will be up to the teacher to make him/her feel that he might like to come again. She should then give him another opportunity.

The Parent Who Is Critical

The teacher should be well informed on the subject to be discussed. He/she should stick to the subject. The teacher should answer questions honestly and tactfully. She should not be afraid to tell the parents if he/she does not know the answer to a question, and she may offer ot obtain it for him. He/she may wish to suggest that he talk with the principal to obtain more information.

The Parent Who Cries

The parent is usually feeling frustrated. The teacher should tell him/her it is all right to cry and offer tissues if he/she does not have a handkerchief. The teacher should continue talking while the person regains his/her composure. The teacher may assure the parent that he/she is interested in him/her and his/her problems and that he/she knows this is hard for him/her.

The Parent Who Is Worried

This parent is easy to recognize. He/she usually worried about much more than his/her child. He/she appears ill at ease and nervous and usually will tell the teacher about his/her worries when he/she learns that he/she is interested.

If his/her child is doing well, the teacher should tell him/her so immediately. If his/her child needs help in certain areas, the teacher should tell the parent what he/she may do to help. This parent will feel better when he/she can work on the problem. The teacher should tell him/her there are few problems where nothing can be done. This parent will probably need a date for another appointment to discuss progress.

Adapted from:

Pickens, C. Tips for teachers on school-parent communication. Magnolia School District 14, Arkansas, DHEW(OE), 1978.

Basic Considerations in Planning a Parent Involvement Program

Programs for parents of handicapped children have developed in highly individual ways. In part, this is due to the need for teachers to develop programs to meet the unique needs of parents in their community or school. But despite the individualized nature of these programs, there are several basic considerations that serve to ensure a quality parent involvement program. In this section, such considerations of an

Establish a Program on a Set of Basic Assumptions

A first essential consideration in planning a quality parent involvement program is to delineate a set of assumptions on which the program should be established. These assumptions, some of which have been identified by Karnes, Zehrbach, and Teska, (1972), concern the relationship of parents both to their handicapped child and to his or her educational program. According to these assumptions:

1. *Parents are interested in the growth of their handicapped child and want to acquire new and improved skills in order to promote the child's growth.* This point assumes that it is important for professionals to approach parents in a positive manner, conveying to them the belief that teachers are sincerely interested in involving parents in a partnership to promote the growth of their handicapped child. It is also important for teachers to communicate a willingness to give time and energy to helping parents learn more effective techniques for interacting with their child.

2. *Parents are willing and able to learn improved skills for working with their handicapped child.* Research findings cited earlier suggest that parents can improve their parenting skills and that this will be reflected in improved progress of their child.

3. *Parents are able to effectively work in a classroom setting including one where their own child is enrolled.* Although educators were once reluctant to have parents working in their child's classroom, experience has shown that in such settings parents can teach other children as well as their own without interfering with the teaching–learning process. In fact, research suggests that this process can be enhanced. To work effectively as teachers, parents must first have acquired some basic teaching skills and must be ready emotionally to undertake this type of participation. It is the role of the professional staff, together with the parents, to determine if he or she is prepared for direct teaching in the classroom.

4. *Parents will find time to become involved in their child's program if the involvement makes sense to them.* To ensure parent involvement, parents must feel that participation is worthwhile, both from the standpoint of meeting their own needs, interests, and desires, and from the standpoint of the growth of the child. Having family members engage in meaningless activities like cleaning up spilled milk, dusting books, straightening chairs, or putting toys away is unlikely to lead parents to believe they are making a meaningful contribution. On the other hand, if parents are involved in playing games that enhance language and or

Reprinted with permission. Karnes, M. & Lee, R. Basic considerations in planning a parent involvement program. In Fine, M. Handbook on parent education, 1980.

academic development, they will be more likely to view their contribution as important and find time to engage in such activities.

5. *Parents will involve themselves most when their training is specific and when they can see some direct applications.* If teachers expect parents to follow through in the home with a suggestion, the suggestion must be specific. For example, telling parents that they should stimulate their delayed child's language is far too global a suggestion. In contrast, if parents are given specific suggestions to teach their child to label or match objects, the parent will be more likely to implement the suggestion. Teachers should also remember that parents are often reluctant to teach some tasks because of fear of not doing something right. Professionals can allay these fears by being more specific.

6. *Parents are easiest to involve when their goals and values are compatible with those of the school.* Teachers find that parents who share the same values and standards as the school are often willing and eager to involve themselves in various facets of the educational program. In contrast, when parents do not value education, have difficulty following through on responsibilities, or promote dependence of their handicapped child, they will be reluctant to become involved because of differences with the school in value systems. It is the role of school personnel to assure the parents that in time their goals and those of the school will become more compatible, particularly if parents attempt to involve themselves in the educational progress of their child.

7. *Parents will require the greatest flexibility in programming when there is a wide discrepancy between the goals and values of the school and home.* As mentioned, family members whose goals and values correspond with those of the school are more likely to become involved in the educational program. On the other hand, because differences in values and goals may arise, parents may feel uncomfortable engaging in activities appropriate for their child's growth. Therefore, teachers should conduct a needs assessment to determine the entry level of parents in the involvement program. Such an assessment will enable the teacher to recognize individual differences among parents and program accordingly for them.

8. *Parents will become involved to the extent that they participate in decision making.* Parents, like anyone else, want a voice in what they do, how they do it, and when they do it relating to their child's program. Experience has taught us that if parents play a part in decision making, they will show a greater commitment to involving themselves in the various activities of the parent involvement program.

9. *Parents will involve themselves most when informed of the progress of their efforts.* It is discouraging for parents to work day after day and

never receive feedback on their efforts. Such feedback is essential if parents are to continue to put forth an effort. At the same time, teachers should remember to make the feedback instructive and, as often as possible, positive. Remember that negative feedback or feelings of failure can cause family members to become discouraged and disinterested.

10. *Parents will involve themselves when professionals show respect for them as individuals.* It is fundamental that teachers approach each parent with genuine respect. No matter how contrary the parents' goals, values, and practices are from the school's, teachers must respect the right of the individual to feel and act the way he or she does. When teachers convey respect, parents will feel more comfortable and willing to involve themselves in the program. Good rapport is based on mutual respect, and when parents feel respected they will become open to learning new and better ways of fostering their child's development.

11. *Parents will involve themselves most when served by professionals who have been trained specially to work with parents in divergent, appropriate ways.* The more skills teachers acquire through formal preservice and in-service training and experience, the better able they will be not only to evoke confidence in parents, but also to involve them in flexible ways in the educational program. In addition, when teachers are more skilled, they are more able to help parents to determine their appropriate entry level of involvement.

12. *Parents will involve themselves most when the approach is individualized.* Parents, like children, have individual needs, interests, and skills. An approach that attempts to match an involvement activity with parents' interests and skills will encourage parent involvement. For example, to expect all parents to attend a group meeting on a subject not relevant to all their needs is not an appropriate procedure for individualizing family involvement.

13. *Parents will develop more positive attitudes when involvement is successful.* In a previous assumption, the importance of feedback to parents for continued enthusiasm and effort in involvement was stressed. The point to be emphasized here is that the more successful a parent is in a given involvement activity, the more he or she is likely to become involved in that activity and other activities as well.

14. *Parents will need less help and support from professional staff as they acquire more effective knowledge and skills.* The most important goal of a parent education program is to help parents become self-sufficient in terms of working with the handicapped child and in making decisions regarding his or her welfare. Program activities should reflect a gradual movement toward this independent behavior on the part of the parents.

15. *Parents will acquire sufficient skills to instruct other parents.* In a good parent involvement program, parents of handicapped children will eventually become very effective in working with other parents of handicapped children. Generally, teachers should view this as a positive occurrence, since it is often more meaningful for parents to provide information and share solutions to certain problems with each other than to call on the aid of the teacher.

Be Sensitive to Stages of Parental Reaction

To work effectively with parents of handicapped children, teachers must understand the emotional climate in the home. Because parental attitudes largely determine the home atmosphere, teachers are to be aware of what happens to parents when they learn that their child is handicapped. Thus, a second consideration in planning parent programs is to be sensitive to stages of parental reaction and to attempt to counsel parents through each stage of adjustment.

Numerous writers have identified different stages of parental reaction to the realization that a serious problem exists in their child's development (Baroff, 1974; Bryant, 1971; Keith, 1973; Kessler, 1966). Some of the more common stages of parental reaction are discussed here briefly.

Denial. A common parental reaction to the diagnosis of a handicap is simply not to believe the problem exists. Families may doubt the diagnostician's competence and seek the opinions of several different experts. Underlying this behavior is the desperate hope that the initial diagnosis is wrong. There is little professionals can do for families at this stage except to understand their feelings. At the same time, it should be remembered that prolonged delay in accepting the diagnosis may deprive the child of treatment and intervention at critical times, and thus teachers must do their best to help families gradually accept their child's handicapping condition.

Anger. According to Gardner (1973), anger is also a common parental reaction in the early stages of accepting their child's condition. Generally it stems from feelings of helplessness and frustration toward both the child and themselves. In some instances parental anger is justified, especially if parents have been dealing with professionals who have been providing them with false hope and have been less than honest about their child's condition. On the other hand, the anger reaction is abnormal if it is prolonged or if it is directed inappropriately toward the

child. In dealing with parental anger, the best strategy for teachers is to attempt to direct it into useful channels, such as working for organizations to benefit children with similar handicapping conditions.

Guilt. Inappropriate guilt is a common reaction when parents learn their child is handicapped. According to Gardner (1973), it often takes the form of preoccupation with parental transgressions or mistakes that the parents believe may have caused the problem. The parents who attribute the cause of the child's condition to themselves are attempting to control what is otherwise beyond their control. Teachers and other professionals must simply do their best to reason with the parents at this stage.

Shame. Often parents experience shame over the birth of an impaired child. They are concerned with the anticipated disapproval of others, and they believe their child will be judged as inferior. Parents in this stage are often helped by talking to parents of other handicapped children. Parents are more likely to accept the counsel of others who have experienced shame than the advice of a teacher who may not have an impaired child.

Blame. According to Gardner (1973), the blame reaction is an attempt by parents to place the responsibility for their child's condition on others in order to cushion their own feelings. Parents may blame the child's teacher and school for inappropriate education, the doctor for faulty prenatal care, or perhaps hereditary factors on "the other side of the family." This parental attitude can affect the child and undermine his or her acceptance of professional services. Once again parent-to-parent counseling may be the best strategy in helping to overcome parental blame.

Overprotection. This reaction is often characterized by parents' denying their child opportunities to play with other children. Parents use several excuses: "It's too cold, wet, or hot to allow the child to play," "The other boys play too rough," or perhaps "Other children will ridicule my child." By denying the child the right to be a child and interact with other children, the parent is further handicapping him or her. Numerous studies have documented the immense amount of teaching that takes place in child-to-child interactions (Hartup, 1970). Overprotection is perhaps best handled by convincing parents to involve their child in an educational program and extracurricular activities (Karnes *et al.*, 1972).

Emotional Adaptation. Emotional adaptation is the final stage of adjustment by parents. It is at this stage that parents have intellectually and emotionally accepted their child's handicapping condition. And while this stage is not free of difficult times or even crisis periods, parents have developed more positive attitudes toward themselves and their child that allow them to now acquire the skills necessary to make a significant contribution to their child's future.

Use Several Strategies for Involving Parents in the Program

Parents can be involved in almost every phase of their handicapped child's program. Their roles in these programs will vary both in terms of their responsibility and the extent of their involvement. The following is a list of roles that parents might fulfill within programs for their handicapped children.

1. *Serving on administrative or advisory councils.* Parents can and should, whenever possible, serve on a program's administrative or advisory council. In this capacity parents can advise on overall program goals and objectives and serve with other parents and school personnel on task forces that counsel administrators in the areas of fund raising, legislation, building improvements, employment of new personnel, and so on. It is at this level of involvement that parents can contribute to program decisions that will directly affect their child's educational program. Parents who are involved in decision making are generally effective supporters of those decisions.

2. *Program advocate.* In the role of program advocate, parents can assume responsibility for a program of public relations activities. They can talk to friends and other professionals within the community about the program in which they and their child are participating. Parents, as program advocates, can also write letters to officials at the local, state, and national levels and can attend local school board meetings to speak for the financial support necessary to assure program continuation. Most educators agree that, as program advocates, parents are extremely valuable in helping to ensure program acceptance and continuation.

3. *Staff member.* Parents can serve as volunteers or paid staff members within their child's program. Parents can be taught to aid teachers in a variety of ways within this role. They may be taught techniques to observe and record behavior in the classroom, to help teachers in making and organizing curriculum materials, to assist in teaching certain activities, or to provide extra help for special events, like field trips. When involving parents as staff members, it is important to recall

several of the basic assumptions cited earlier, especially: (*a*) that the involvement is meaningful; (*b*) that parents are included in making classroom decisions; (*c*) that parents receive feedback from the program staff; and (*d*) that the involvement program is individualized to meet parent needs.

4. *Teacher.* Whenever possible it is desirable to train parents to directly teach their own child. This training can occur either in the home or at school, or both. Although training parents to teach their children is sometimes difficult, it is, as research shows (e.g., Karnes & Lee, 1978), quite worthwhile. Teachers who wish to train parents as teachers are encouraged to refer to one of several good resources for training parents (Abraham, 1974; Becker, 1971; Becker & Becker, 1974; Gordon, Greenwood, Ware, & Olmsted, 1974). In addition to these resources, there are some general guidelines teachers should follow in training parents to teach their children. These include: (*a*) Training should be as direct and concise as possible; (*b*) training should take place in a practical setting with handicapped children either in the home or at school; (*c*) new teaching skills should be introduced gradually with ample opportunity to practice the skills; (*d*) parents should be assigned teaching tasks that are compatible with their level of competence; (*e*) teachers should employ a continuous system of feedback requiring them to monitor the parents' teaching; (*f*) teachers should adapt a simplified communication system that avoids educational jargon and provides concrete directions and demonstrations where possible; and (*g*) teachers should assist parents in acquiring skills to help their handicapped child generalize skills and concepts.

5. *Curriculum developer.* Suggestions from parents regarding curriculum should be actively sought by the staff of programs for handicapped children. Because parents know their children well, they can often suggest curriculum goals, teaching techniques, and reinforcers appropriate for their child. In addition, parents have special talents and can make invaluable contributions to the curriculum by designing activities and specialized materials.

6. *Counselor to other parents.* As mentioned earlier, parents will eventually become skillful enough to counsel other parents of handicapped children. In this role, parents can share solutions to mutual problems in dealing with children and offer each other emotional support. Such mutual support can significantly increase the impact of the program on child progress. Teachers can encourage parents to determine the content for discussion groups at parent meetings or perhaps by encouraging parent-to-parent partnerships. Finally, parents who work as counselors can be extremely effective in recruiting other parents into the program.

7 *Evaluation.* Several programs for exceptional children have given parents significant responsibility for assessing and evaluating their child's progress and the progress of the program in general. This information provides the staff with important feedback that is used in making program decisions. In this role, parents are trained to observe and collect data on their child's behavior at school, in the home and, when appropriate, in other settings as well. Parents can also be trained to provide careful narrative descriptions of their child's behavior to help teachers in identifying as yet undiagnosed problems. As evaluators of the overall program, parents can contribute by completing questionnaires, by participating in informal discussions with the teacher about the program, through structured interviews in which teachers ask questions to elicit specific information, and through structured observations of the classroom program.

The preceding roles indicate that parents can be involved in all phases of a program's operation. In fact, research suggests that the more directly involved parents are with their child, the better progress the child will make (Lillie, 1974). Thus, as mentioned earlier, it is mandatory that parents be trained to work with and teach their own child.

Structure the Program around Mutually Determined Goals

Effective parent involvement programs must be structured around goals determined by both parents and the professional staff. These goals will reflect the needs of parents, the staff and program and, of course, the needs of the child. To help determine goals, the teacher must identify the interests and needs of parents. This can be accomplished by preparing questionnaires to be sent home to the parents or through group meetings or interviews held at home or in school.

Some appropriate goals for a quality parent involvement program might include: (*a*) to aid parents in becoming effective teachers of their children; (*b*) to aid parents in understanding and supporting the school's educational program; (*c*) to help parents improve their ability to control their lives and those of their handicapped children; (*d*) to improve parent's self-concepts; and (*e*) to improve parent-to-parent relationships within the involvement group.

Develop Program Objectives

When general program goals have been determined by parents and staff, specific program objectives can be developed. These objectives,

like the goals, should be mutually determined by parents and staff and represent their interests and needs.

An objective, according to Mager (1962), is simply a precisely phrased statement of what is to be achieved. As such, it makes it possible to determine whether a program has accomplished what it set out to do. Mager (1962) lists three characteristics of an effective instructional objective:

1. It is a statement that identifies in observable and measurable terms the behavioral act.
2. The statement specifies conditions under which the behavior is to occur.
3. The statement defines the criterion of acceptable performance.

An example of an objective used in the Precise Early Education for Children with Handicaps (PEECH) Project's parent involvement program that will help to illustrate Mager's principles is that by the end of the school year, at least 80% of parents who have attended discussion groups will be able to identify three alternate procedures for dealing with their child's tantrum behavior.

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GOAL: CLASS I

To persuade the preservice regular teacher that changes in curricular development and delivery are needed to ensure that minority-handicapped children in mainstreamed environments are provided an appropriate education.

Transparency
Lecture One

DIFFERENCES IN THE DEVELOPMENT OF CURRICULUM AND INSTRUCTION FOR MAINSTREAMING

	Content-Oriented	Process-Oriented
Role of the Child	Child fitted to the curriculum	Curriculum adapted to the child
Characteristics of	Use of prescribed curriculum guides	Individualized goals and objectives
	Textbooks and manuals	Activity curriculum
	Inflexible standards of quality	Flexible scheduling and classroom environment
	Dependence on standardized assessment techniques	Situational ethics applied when necessary
		Frequent use of criterion-referenced tests
Curriculum Determiners	Curriculum Developers	Learners
	Subject matter Specialists	Parents and Teachers
	Teacher Educators	Lay persons
	Pressure groups	Specialists

Transparency
Lecture One

STEPS TO DETERMINE CURRICULUM

TEACH

Identify Resources Needed

Conduct a Task Analysis

Define Objectives to be Achieved

Determine the Performance Levels

→ Examine Existing Curriculum Guides

Get to Know Each of the Learners

GOAL: CLASS III

To provide opportunities for teacher trainees to develop a sensitivity to the importance of parent involvement in the development and implementation of the educational plan for minority handicapped children.